

THE EFFECTIVENESS OF REPETITION AND ROLE PLAY IN TEACHING SPEAKING

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Abstract: The purpose of this research was to find out the effectiveness of Repetition and Role Play technique in teaching speaking. The study was Quasi Experimental, Nonrandomized Group Pretest-Posttest Design. The subject of the research was Year-10 students of SMK Panca Bhakti Sungai Raya in academic year 2014/2015. The sample was two classes, Accounting Class as experimental group and Hotel Management Class as control group which had 30 students of each class. Pretest and posttest were administered in both groups. The treatments were conducted three times. The data showed that the pretest mean score of both groups was similar; 56 and 56,3 for control and experimental group respectively. After the treatment, the posttest mean score of both groups was significantly different; 73,3 for experimental group, and 62,7 for control group. The data proved that repetition and role play technique had strong effect in teaching speaking.

Keywords: Repetition, Role Play, Teaching Speaking

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui efektivitas teknik Pengulangan dan Bermain Peran dalam pengajaran berbicara. Penelitian ini adalah Eksperimen Semu, Desain Pretest-Posttest dengan Kelompok Non-acak. Subjek penelitian adalah siswa kelas 10 di SMK Panca Bhakti Sungai Raya pada tahun ajaran 2014/2015. Sampel penelitian terdiri dari dua kelas, yakni Kelas Akuntansi sebagai kelompok eksperimen dan Kelas Akomodasi Perhotelan sebagai kelompok kontrol dengan jumlah 30 siswa pada setiap kelas. Pretest dan posttest dilaksanakan pada kedua kelompok. Perlakuan dilakukan tiga kali. Data menunjukkan bahwa nilai rata-rata pretest siswa pada kedua kelompok serupa; 56 dan 56,3 pada masing-masing kelompok kontrol dan eksperimental. Setelah perlakuan, nilai rata-rata posttest siswa pada kedua kelompok berbeda secara signifikan, 73,3 untuk kelompok eksperimental dan 62,7 untuk kelompok kontrol. Data membuktikan bahwa teknik Pengulangan dan Bermain Peran memiliki efek kuat dalam pengajaran berbicara.

Kata Kunci: Pengulangan, Bermain Peran, Pengajaran Berbicara

There are two problems occur during teaching learning process of speaking based on the pre-observation done by the researcher. First, the students are bad in pronouncing English words. Second, the students are unmotivated using English to speak. Therefore, teaching speaking is challenging for English teacher,

especially for those who face the problems stated before. The teacher is required to be creative during the teaching learning process.

The creativeness of the teacher can be performed by modifying teaching media to be used. Media is the best choice in order to create an enjoyable atmosphere in the class especially those that relates to technology because it motivates students and offers a different mode of presentation (Taiwo, 2009). Media also plays an important role in teaching and learning as a part of the learning process and technology (Farhadi, 2014). Besides helping teacher in explaining the lesson, media also can attract students' attention in the classroom. Nowadays, it is commonly used by the teacher and it is considered compulsory to be involved during the teaching learning process (Farhadi, 2014). Thus, media can be used by the teacher as a bridge between teacher explanation and students' understanding of the lesson.

There are many kinds of media that can be used, one of them is video (Cakir, 2006). Video gives the audio and visual in combination (Wong, 2009). Although watching video is activity the students usually do at home but when it comes to learning, it promotes increased acquisition (McCrocklin, 2012). Moreover, the use of video while learning improves students' perception more than using audio only (Hirata and Kelly, 2010).

According to Nunan (2003) the teaching learning process which focused on speaking should include how students produce English speech sounds and sound pattern and using word and sentence stress, intonation pattern and the rhythm of the language. Moreover, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Celce-Murcia, 2001).

In this research, besides emphasizing the use of video for media in teaching learning process, the researcher applied a combination technique for teaching speaking; repetition and role play. This technique was proposed by Cakir in 2006, it is one of the techniques to promote learning speaking through audio-video material. Specifically, this research tried to investigate how effective the use of repetition and role play to teach speaking.

In the first step of this technique, the students were simply repeated what speakers say in video. This kind of activity was as same as drills. According to Brown (2004) a drill may be defined as a technique that focuses on a minimal number of language forms through some type of repetition. It gave opportunity for the students of language learning to accurately tried out what they have learned (Epstein and Ormiston, 2007). In other words the students tried out the pronunciation of English words.

After that, role play was applied. Role play activities are teaching aids in the communicative approach since they allow students to use the target language to communicate and interact with each other (Chotirat, 2011). According to Aliakbari and Jamalvandi (2010), role play provided chance for quieter students to express themselves in a more forthright way and made the atmosphere in classroom was more authentic thus offered wide range of language opportunities. In this research, the performance of role play done by the students was not exactly as same as like the video, but they already modified it. By this combination, the researcher believed that students would be motivated in

speaking English since they watched the real example from video and tried out the correct pronunciation before using the language in role play.

METHOD

Method of research used was Quasi Experimental Research, Nonrandomized Group Pretest-Posttest Design as follows.

Tabel 1. Nonrandomized Control Group, Pretest-Posttest Design (Ary et al, 2010).

Group	Pretest	Independent Variable	Posttest
E	Y_1	X	Y_2
C	Y_1	–	Y_2

- a) X represented repetition and role play.
- b) Y_1 represented the pretest administered before experimental treatment. Y_2 represented the posttest administered after experimental treatment.
- c) E group was the experimental group which was given the treatment.
- d) C group was the control group which did not receive any treatment.

Population of this research was taken from the tenth grade students of SMK Panca Bhakti Kubu Raya in academic year 2014/2015. There were three classes in tenth grade which consisted of 90 students. This research used cluster sampling to take the sample for the research. This type of sampling is one of the probability sampling in which the researcher chose a group of individual who are naturally together. In this research, the sample was two classes in which had 30 students of each class as experimental and control group.

In collecting data, the researcher applied the measurement technique to measure the effect of teaching speaking using repetition and role play. Since this research was quantitative research, the measurement was implemented in form of Test. The students in both groups (experimental and control) were given Performance Test of speaking as pretest and posttest. In assessing the students' performance test, the researcher used scoring rubric of the following table.

Tabel 2. Scoring Rubric of Speaking (adopted from Pandiya, 2013)

NO.	Language Components	Description	Score
1.	Pronunciation	Many wrong pronunciation. (more than 10 errors)	1
		Frequent incorrect pronunciation. (between 7-9 errors)	2
		Occasional errors in pronunciation. (between 4-6 errors)	3

		errors)	
		Some errors in pronunciation. (between 2-3 errors)	4
		No errors/minor errors/one error.	5
		No mastery of sentence construction. (every sentences are error)	1
2.	Grammatical Accuracy	Major problems in structure. (5-6 error sentences)	2
		Several errors in structure. (3-4 error sentences)	3
		Minor problems in structure. (1-2 error sentences)	4
		Demonstrate mastery of structure (few errors of words)	5
		Little knowledge of English words. (more than 10 words)	1
3.	Comprehension and Vocabulary	Frequent errors of word choice. (7-9 words)	2
		Occasional errors in word choice. (4-6 words)	3
		Minor errors in word choice. (1-3 words)	4
		Effective/appropriate word choice.	5
		Dominated by hesitation. (long pauses occur more than 7 times)	1
4.	Fluency	Frequent hesitation. (long pauses occur in 4-6 times)	2
		Occasional hesitation. (long pauses occur in 2-3 times)	3
		Minor hesitation. (long pauses occur in one time)	4
		No hesitation.	5

According to Ary et al (2010) in quantitative research like Quasi Experimental Design, the researcher can use formula of effect size to find out how effective the treatment in this research. The explanation for the formula of effect size in analyzing the data as follows:

$$d = \frac{MD_e - MD_c}{Sp}$$

Legends :

d : effect size

MD_e : mean difference of experimental group

MD_c : mean difference of control group

Sp : Pooled standard deviation

According to Ary et al (2010), quasi experimental research usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; and (3) administering a posttest, again measuring the dependent variable. Differences

attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest scores.

During the treatment, the researcher conducted several attempts of speaking activity which elaborated the use of video and its supporting equipment such as a notebook, an audio speaker, and a LCD Projector. The researcher became the teacher to teach speaking using repetition and role play. There were some modifications of the procedure done by the researcher. It was extended form from the theory to make repetition and role play technique more effective in teaching speaking.

The researcher has prepared the videos for the research before coming to the class. There were three videos which were used for three meeting. One video was considered as one treatment which was given in one meeting. The theme for the videos was about asking and giving direction. In the beginning of the teaching learning process, researcher gave explanation about the activity and divided the students in fifteen groups which consisted of two students in each group. They discussed with their friend and helped each other when they sit in group.

The researcher played the video once and the students watched it without subtitle. The students were expected to understand the theme of the conversation in the video, how the pronunciation used in the video and the intonation as well. The students got knowledge of how the native speaker talks. After that, the researcher replayed the video for the second time. The students were given video with subtitle so that the students knew the exact words used in the video. It helped them to understand how a certain word was being pronounced with a right intonation of the native speaker. Then the teacher played the video once more with some pauses during the conversation. The students drilled it together, sentence to sentence. They practiced the right pronunciation used in the video. The drilling activity was done three times for one sentence so that the students practiced the exact intonation and pronunciation of the native speaker in the video.

After that the teacher gave the script of the video to be acted out in front of the class. The script was modified by the students. They expressed their idea in the conversation such as change the names of the speaker or people and places talked about, the introduction in the conversation, and the characteristic of the people or places. The group work were shown here, whether they communicated well to make a good modified script or not. Next, they acted out in front of the class after memorizing it with a good intonation, pronunciation and expression just like in the video. During the discussion session, the researcher monitored the group one by one.

RESEARCH FINDINGS AND DISCUSSION

Findings

In line with the theory above, this research was applied those three steps as well. The pretest was administered as the first step conducting this research. The pretest was done in both experimental and control group. After that, the

treatment was given three times in experimental group only. Finally, the posttest as the last step of the research was also administered in both groups. Moreover, a series of statistical operations were applied. First, the mean and standard deviation of two groups were calculated. Then, effect size was run to see the significant difference could be found between subjects achievement.

Tabel 3. Descriptive Statistic of Experimental and Control Group

Group	Mean Score of Experimental	SD	Mean Score of Control	SD
Pretest	56,3	1,68	56	1,61
Posttest	73,3	1,77	62,7	1,47

As Table 3 reveals the experimental and control group had similar means and standard deviations in the pretest. It proved the fairness of the selection and sampling process. Then, after given three times treatments, the significant performance of the students in experimental group showed in the means and standard deviation of the posttest. Table 4 indicated the groups performed differently in the test. It showed that experimental group outperformed control group. To see how effective the difference between the means of the experimental and control group, effect size was computed below.

$$\begin{aligned}
 d &= \frac{MD_e - MD_c}{Sp} \\
 &= \frac{17 - 6,7}{9,1} \\
 &= \frac{10,3}{9,1} \\
 &= 1,13
 \end{aligned}$$

By the calculation using the effect size formula above, the qualification of effectiveness was categorized “strong”. It means that the effectiveness of repetition and role play in teaching speaking is strongly effective.

Discussion

The findings showed that the combination of repetition and role play which supported by English video was effective in teaching speaking of foreign language students. Even, it had strong effect compare to conventional way of teaching. Even though all the three techniques have different roles in contributing the students’ speaking achievement, they support each other. In general, the strength of this technique was quite big especially in pronunciation and fluency. Furthermore, the findings showed that the combination of repetition, role play, and English video had their own strengths and weaknesses.

The pretest mean score of experimental and control group were actually similar. It meant that the pre condition of students’ speaking skill was in similar

state. Even though the topic of 'asking and giving direction' was something they usually experiences in daily life, which used their mother tongue, they never experienced it using English. Moreover, they rarely had chance to speak English at class. Therefore, they had difficulty in making the dialogue and performing it. It was proved by the mean score of pretest they got were 56 and 56,3.

Meanwhile, the posttest score of both groups were significantly different. The mean score of experimental group was higher than control group. It meant that the treatment given to experimental group successfully effective in teaching speaking to the students rather than conventional way of teaching applied in the control group. It was proved in the posttest by the mean score of experimental group which was 73,3 while the mean score of control group was 62,7.

After examining the pretest and posttest result, the researcher was assured that repetition and role play had three strengths. Firstly, repetition was effective in teaching speaking in terms of improving students' pronunciation. It can be seen from the mean difference in each language component; students in both groups had similar score of pronunciation in pretest but had significantly different score in posttest. Referring back to the theory by Brown (2004), drill is used to teach sentence pronunciation, stress, and intonation. Therefore, the researcher believed that repetition was the one that improved pronunciation's score of the students in experimental group.

Secondly, role play was effective in teaching speaking in terms of improving students' fluency. Both experimental and control group had similar score in the pretest, but the posttest score of experimental group significantly increased. The students in experimental group used to practice communicating each other and used the language actively. Their fluency in posttest increased was proved from twenty points increasing in post test mean score of experimental group, whereas only nine points in control group of fluency. Therefore, the researcher believed role play was a good teaching aid in communicative approach in line with the theory from Chotirat (2011) who stated that role play allowed students to use the target language to communicate and interact with each other.

Thirdly, the combination of repetition and role play was effective in teaching comprehension and vocabulary during speaking activity. The appropriateness of choosing word for the context was more successful in the experimental group. It was proved by the posttest's mean score that increased 12 points in experimental group, and only seven points in control group. By using repetition and role play technique, the students learned appropriate word for the context and got used to it from the practicing of role play. Meanwhile, in control group the students and the teacher elaborated it thoroughly.

Beside elaborating three language components above, in grammatical accuracy the researcher believed that by using repetition and role play and conventional teaching were effective in improving students' grammatical accuracy in different ways. By repetition and role play, the students used to know the correct form of a sentence by watching the model in the video and practice it by role play. Meanwhile, in conventional way, the students learned the correct grammar by elaborating it with the teacher thoroughly.

Another point that can be concluded from this research was that both repetition and role play had weakness as well beside the strength explained

above. The researcher assumed that repetition and role play could not stand alone to be used as teaching technique in foreign language classroom. There were three reasons for not using repetition only or using role play only in teaching learning process.

First, according to principle of teaching speaking by Nunan (2003); in teaching speaking of foreign language, the teacher must provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. If the teacher just gives repetition as the technique in teaching speaking, the students are not given chance to talk using English which means that the goal the students must reach in speaking cannot be completed.

Secondly, it is not in line with one of the principle in Audiolingual Communicative Method in which the teacher must put the communicative activities in gradation. By starting it with repetition, the communicative activities start from the simplest activity moving to the more complex one. The researcher assumed that repetition can be substituted with another activity as long as it is less complex than role play.

Lastly, according to the principle in teaching speaking (Nunan, 2003), the teacher of foreign language classroom must be aware of the differences between second language and foreign language. It means that the chance between second language learners and foreign language learners in using English outside the classroom is different. The foreign language learners find it more challenging while using English so that the situation for the role play must be prepared well. Therefore, the media plays important role as the example of situations to be used in role play. The researcher assumed video used in this research is very useful for the students. Thus, role play must be provided with media. The media can be substituted by any kind of media as long as it helps the students in role play which also in line with the procedure conducting role play, the teaching materials must be deciding before the teaching learning process.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research and the data analysis, it was proved that the use of Repetition and Role Play in teaching speaking was more effective than conventional way of teaching. Moreover, repetition and role play gave strong effectiveness in teaching speaking. There were more detail conclusions that the researcher could take from this research.

The use of repetition can help students get used to pronounce the right pronunciation of English words. The students are motivated to pronounce English words correctly since they repeat pronouncing several times. It is also supported by the model or example of native speaker which is played from the video. Therefore the emphasizing of using repetition in pronunciation is effective to be applied in classroom especially in speaking activity.

In role play, the students have chance to use the language they learn; the shy students and the active students. All of them have the same opportunity to try out to speak English just like the model or example they watch from video. It

makes the classroom more enjoyable and interesting. The students are given much wide range of language opportunities to be explored since role play includes outside world in which the students play as themselves in their own surroundings.

The combination of repetition and role play with example of English video makes students more confident in speaking because they have seen and tried out the correct example. The combination of repetition and role play also makes the class more alive and active since the students participate speaking. All of the students are motivated to use English. Moreover, the use of video as the media which brings authentic source of learning speaking makes the students more interested in learning speaking of English.

Suggestion

Based on the findings and conclusion it can be suggested the following. Firstly, the teacher should choose the material which involves speaking activities. In Year-10 of senior high school the appropriate topics are those that included speaking activities. The teacher should combine those topics to be taught in one meeting since the time allocation is quite long for senior high school. For example, greetings, leave takings, and expressing thanking are taught in one meeting. Secondly, the teacher should not teach speaking with repetition only or with role play only. Both of this technique cannot stand alone in teaching foreign language learners. However, repetition can be substituted with other technique as long as it is less complex than role play. The use of the video can also be replaced with recording of native speaker.

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